Ken Jones

Ligon MS

Intro to theatre

**Minute Mime Music Videos**

**Objective:** 6.cu.2.2-Understand the roles of actors and directors in creating performances.

8.c.1.1-Use physical movement and acting skills to express stories to an audience.

8.c.1.3- Create original works that communicate ideas and feelings.

**Focus and Review**:

Bell work: Day 1- Would you like to direct your own music video? Why or why not? (3 Min)

Day 2- What is pantomime? (hint: we used it to start or project as well as when we played 10 second objects) What are some challenges faced in telling a story through movement only? (3 Min)

Day 3- how does it feel to be the director? Do you like being a director? Why or why not? How does it feel to be directed? Do you enjoy being directed? Why or why not? (3 min)

Day 4-6- Skipped to maximize rehearsal time.

Day 7- What have you learned about being a director? What have you learned about being a performer? How has your understanding of these roles changed over the course of this project? (5 min)

Warm Up: Day 1- Puppet Warm up, Mistress shady, 10 second objects (15 Min)

Day 2- Peel Banana and 10 second objects (5 min)

Day 3- Peel Banana (3 min)

Day 4-5-Skipped to maximize rehearsal time

Day 6-7-Peel Banana (3min)

**Teacher Input**: (Day 1) Mr. J will model proper form for critique during 10 second objects. “I like the rate of your rotor blade on your helicopter, it could be even better if you included a tail rotor as well”. Once we have finished with warm ups Mr. J will ask if anyone can remember something he said during 10 second objects. If no one can he will restate a piece of critique like the before mentioned quote. Next He will explain that critique should have a compliment and suggestion for improvement. It is the director’s job to Block (choreograph) the actors movements, give the actors clues about their motivation and critique the actor. It is an actor’s job to follow the director’s instructions, bring life to the character, and memorize the directors (Blocking). Next Mr. J will give the students the rubric for their minute mime music video project and review the required Theatre elements. **Literacy:** Mr. J will review the elements of Dramatic Structure: catalyst (Beginning), rising action climax (Middle), falling action, conclusion(End) with conflict and remind students that they should choose a narrative (tells a story) song or figure out how to include the literary elements in their Minute Mime.

Mr. J will allow students to choose their own partners but will reserve the right to switch partners in order to ensure student success. (15 Min)

**Guided Practice**: Day2 – Mr J. will Choose 2 groups of students to perform at least 30 seconds of their MMMV. After their first run Mr. J will ask the director about the story they are trying to tell through their video. Mr J. will coach the director and actor on using movements to tell a story. For example if a student says “He is on his way home”. Mr. J may ask the questions “where is he coming from? Would he rather be there or home? How can you show that through movement? After working through the 2 groups Mr. J will instruct the students to collaborate on writing a 3 paragraph essay for each of their MMMVs telling the story. (10 Min)

**Independent Practice**: (Day 1) Students will use smart phones, I pads, I pods and or Mr. J’s computer to browse school appropriate songs and choose the song they would like to direct their partner in. Mr. J will remind students that in our class Mr. J is always the producer or CEO of class and may alter their MMMV’s if needed. (10 min)

Day 2- Students will collaborate to write the story of their MMMV. (25 min)

Day 3-5- students will rehearse their music videos. Students will approach Mr. J if there are any conflicts or disputes about the video and choreography. (35 min)

Day 6-Students will have 15 minutes to put the finishing touches on their MMMV’s and then we will begin viewing them. (20 Min)

Day 7- we will continue viewing and evaluating MMMV’s (23 min)

**Assessment:** Students will be assessed in 3 ways, 2 by Mr. Jones and 1 by their peers.

1. Students will earn performance assessment points throughout the rehearsal period by staying on task, following the directors instructions and working collaboratively with few issues.
2. See scene rubric
3. Students will evaluate other group’s MMMV’s using the same rubric Mr. J is using.

Description of warm ups

Peel banana is a vocal and physical warm up consisting of a chant and accompanying movements.

The chant is as follows: 1st we form banana form form banana then we peel banana the we go bananas go go banans. The warm up continues in this way going through an orange, corn, a house, a chain, and finally bringing it in. (this warm up also as sequenced event very similar to a story

Mistress shady is a song like vocal warm up used to increase breath production and therefore projection as well. The chant goes like this: Oh mistress shady she was a lady she had a daughter whom I adored I used to court her I mean her daughter every Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday afternoon at half past 4. Each time through you add another week. The goal is to say the whole week or weeks in 1 breath.

10 second object

This is a very popular drama game and a useful technique which can be developed easily towards improvisation or physical theatre. It's also highly accessible and great fun!

Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually every group will find a different way of forming the object. Examples could be: a car, a fried breakfast, a clock, a washing machine, a fire

Blooms: Students will start at level on by determining the 5 journalistic w’s as they relate to their music video project. Then students will go to level 2 as they construct their music videos in a way that show’s and interprets the story they wish to tell. Students will then jump to level four as they create their music video by applying the 4 journalistic w’s and other performance concepts we have discussed in class. At the end of the project students will analyze other students music videos and offer critique based on the conclusions they have drawn after viewing the performance.